Gold Experience B2 (Ireland)

First Term Exam

Listening

You are going to listen to a boy called Andy Johnson talking about his experience of being colour blind. For questions 1–10, complete the sentences with a word or short phrase.

1 Andy discovered that fewer _____ suffer from colour blindness than he'd expected.

2 Andy is more worried about buying the right colour _____ than other things

3 Andy describes how he found the test for colour blindness at school as _____ .

4 Andy can't understand why some people think that _____ is the only colour he can see.

5 According to Andy, it's awkward if he can't see which _____ a football referee is showing him.

6 Andy once put _____ on his meal, which made him feel silly.

7 Andy says he makes sure he looks at the _____ on his tablet to check the battery life.

8 According to Andy, _____ used at pedestrian crossings are more helpful than symbols.

9 Andy gives the example of his cousin who contacts his wife by _____ to check what clothes to wear.

10 Andy describes himself as being definitely more _____ as a result of his condition.

___/20

LIVEWORKSHEETS

Grammar

1. Complete the text with the correct present form of these verbs.

change	help	know	live	make	train	walk	wonder

Guide Dogs for the Blind

(1)_____ you ever _____ what it is like to be unable to see? In the UK, there are two million people at the moment who **(2)**_____ with sight loss. Since 1934, the charity Guide Dogs for the Blind **(3)**_____ blind people to live an independent life and has trained thousands of guide dogs. The charity breeds puppies and **(4)**_____ them so that they can be placed with a blind person.

Christine Wells **(5)**_____ just what a difference having a guide dog makes. She began to lose her eyesight when she was five and by the time she was nine she was using a white stick, which she hated. In 2012, Christine was matched with Bonnie. 'Bonnie **(6)**_____ me feel completely better since I got her. I feel totally confident with her.' Christine now lives the life of an outgoing teenager and **(7)**_____ to college every day with Bonnie. 'Bonnie **(8)**_____ my life completely. I haven't looked back since I got her.'

___/8

2. Complete the sentences with the correct comparative form of the adjectives in brackets.

1 My brother is _____ (lazy) than me. Mum has to shout at him to get up and run to school.
2 I study _____ (efficient) in the morning. I prefer that time of day.
3 My dad speaks English _____ (bad) than me. He didn't have many lessons at school.
4 My history teacher is _____ (knowledgeable) teacher in my school. He's an expert on everything.
5 Can you shut the window? It's _____ (noisy) in here. I can't hear!
6 Reading is difficult for dyslexic learners. They don't read _____ (quick) as their peers.
7 I feel _____ (stressed), now I have finished my exams. I was so nervous, but now I'm relaxed.

___/7

LIVEWORKSHEETS

Vocabulary

1. Complete the sentences with these words.

anxious	delighted	insulted	moved	petrified	strong-willed	tense	understanding

1 I was ill last week and my teacher was very ..... when I asked for more time to do my homework.

2 I was really ..... by the story of the boy who saved all his pocket money to help other children. I had a tear in my eye.

3 I've never been so ..... ! He said my painting looked like a five-year-old's!

4 Hannah is very ..... . She will do something no matter what it takes.

5 I was ..... that I was going to miss my flight, but in the end I got to the airport in time.

6 James is absolutely ..... of spiders. He can't even look at a photo of one.

7 My mum was absolutely ..... with the flowers we bought her for Mother's Day.

8 Even though Grant was tired, he was too ..... to sleep. He couldn't relax.

___/8

2. Choose the correct words to complete the sentences.

1 Don't be **put off** / **taken off** by the picture on the cover of the book. It's a really good read.

2 Tom found it very difficult to **give his message away** / **get his message across**.

3 Why don't you **try it out** / **give it up**? You might enjoy it.

4 Harry didn't want to **take off** / **miss out** on going to the party for school leavers.

5 The special effects **add to** / **give away** the atmosphere in the film.

6 I'm going to **give away** / **give up** eating chocolate next week.

7 Colouring books have really **added to** / **taken off**. You see people using them everywhere.

___/7

LIVEWORKSHEETS

Use of English

1. Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words, including the word given.

1 Harry can't swim as fast as Joe.

SWIMS

Harry ..... Joe.

2 I am worse at sport than my brother.

GOOD

I am not ..... my brother.

3 I've never been so angry.

EVER

That's the ..... been.

4 I couldn't understand the guide because he spoke too quickly.

SLOWLY

The guide didn't speak ..... understand him.

5 The film was too dull to watch again.

INTERESTING

The film was ..... to watch again.

___/10

2. Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

What is parkour?

Parkour is a non- **(1)**..... activity that developed from army training in the	**COMPETE**
1980s which was designed to improve **(2)**..... .Those who do it aim to get	**FIT**
from one point to another as quickly and efficiently as possible. They do this by only	
using their physical **(3)**..... , through running, jumping and climbing.	**ABLE**
Basically, any movement that only uses the body is **(4)**..... .	**ACCEPT**
Parkour develops strength, spatial **(5)**..... and creativity. The sport	**AWARE**
aims to build **(6)**..... , self-discipline and self-reliance as well	**CONFIDENT**
as **(7)**..... for one's actions. It encourages respect for others and	**RESPONSIBLE**
one's environment and highlights the importance of play, discovery	
and **(8)**..... at all times. As with many sports and physical activities, there	**SAFE**
is a risk of **(9)**..... or even death and those doing parkour need to accept this	**INJURE**
risk. But the sense of **(10)**..... that free runners feel after completing	**ACHIEVE**

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a course cannot be matched.

___/10

Reading

1. **Read the article. Choose from the paragraphs (A–G) the one which fits each gap (11–16). There is one extra paragraph which you do not need to use.**

A It is proof of your ability to work as part of a team and develops you as a person.

B Once there they have started to set up camp.

C 'I have met people I would never have met had I not done the award.'

D As well as team work, going on an expedition allows young people to develop route planning and map-reading skills.

E It's day two of their expedition and, so far, they have walked 35 km.

F It sounded really interesting and a good way to meet people, which for me meant a way to overcome my shyness.

G 'I've already decided I want to go on and do my Silver Award next year.'

___/12

2.

2. **Read the article again and answer the questions in your own words.**

1 List the benefits to the participants of taking part in the expedition mentioned in paragraphs 2 and 3.

2 Summarise what Rita says about how doing the award helps participants in lines 24–27.

3 What does the final paragraph tell you about who is doing the award?

___/6

LIVEWORKSHEETS

Going for Bronze

It's ten in the morning, it's raining heavily and Rita and a small group of her classmates have been hiking for four hours. **(1)** ..... They are doing their Bronze level of the Duke of Edinburgh (DofE) award and to achieve the award they have to complete an expedition of two days and one night. Last night they camped under some trees and they were woken at 5 a.m. by the birds singing. They haven't had much sleep, but that hasn't had a negative impact on their good spirits.

'Yesterday we walked for twenty-five kilometres so we were really tired at the end of the day.' says Rita. 'We set up camp under some trees, then we made a camp fire and cooked dinner – we had sausages and baked beans. Everyone helped out and then we sat round the fire and sang camp songs. It was really good fun.' For many, such as Dan, one of the benefits of doing the DofE is the friendships that develop out of a shared experience. **(2)** ..... 'When it's pouring with rain and you still have to walk ten kilometres, the team spirit keeps you going and determined to finish,' adds Rita.

(3) ..... 'We got a bit lost yesterday and walked five kilometres more than we should have, but we were able to find our way again using the map and a compass.' says Dan. Participants also learn how to pitch a tent and start a camp fire. In addition to this, many young people grow in self-confidence and self-belief. 'Before starting my DofE award, I didn't' think I could do many things.' says Tanya. 'Now I feel I can tackle most things.'

'I've been working towards my bronze DofE award for three months now,' says Rita. 'I first heard about it when a leader came to our school to tell us about the award. **(4)** ..... The leader explained that you also have to volunteer, do a physical activity and learn a new skill. I have always wanted to work with children so I offered to help at a local play scheme where I coached netball and helped the children with their arts and crafts. I love dancing so for my physical activity I started flamenco dancing classes and for my skill I started playing the clarinet in the school orchestra.

'Doing the DofE gives you much more than something that looks good on your CV. **(5)** .....' says Rita. 'It can be challenging at times, but by persevering through tough times on expeditions and juggling my DofE commitments with studies, I've learnt about commitment and a determination to achieve my end goal.' Rita continues, 'The DofE programme helps young people get a sense of discipline and structure. It encourages children with disabilities to take part and they go on to complete their expeditions and experience a huge sense of achievement.'

(6) ..... Rita is not alone. In 2016/17, more than 271,000 young people started their DofE – that's up 7 percent on 2015/16. Awards achieved also increased with over 133,000 gaining a Bronze, Silver or Gold Award, up 11 percent from the previous year. However, the biggest increase by a long way is in the number of young people from a disadvantaged background starting their DofE. This figure rose 19 percent from 2015/16 to almost 50,000. Over sixty years since the awards were established, they remain relevant to young people.

LIVEWORKSHEETS

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